

English 151, Spring 2001
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Course Description

English 151 develops the ability to read and think critically, to employ discussion and writing as a means of exploring and refining ideas, and to express those ideas in effective prose. You will write seven papers, at least one of which will involve use of the library and effective documentation.

Texts

Andrea Lunsford, John Ruszkiewicz, and Keith Walters. *Everything's an Argument with Readings*. Boston: Bedford/St. Martin's, 2001.

Diana Hacker. *A Writer's Reference*. 4th ed. Boston: Bedford, 1995.

Goals

To develop the ability to read and think critically

To use discussion and writing as vehicles for exploring and refining ideas

To develop skills in expressing ideas in effective prose

To develop skills in analyzing and building arguments

To help students define problems of a variety of writing projects, including the documented essay

Objectives

To help students write with a sense of audience beyond the teacher

To help students use writing as a tool for learning

To introduce problem-solving strategies for writing

To help students to write sound, polished arguments

To help students discover how discourse links disciplines

To lead students to examine and use effectively their own patterns of thinking and writing

To help students polish their skills in extrapolating and synthesizing material from a variety of sources

To help students explore new understandings of the writing requirements and research methods of the documented essay

To develop college-level specialized skills, such as paraphrasing and summarizing, needed in processing new material

To help students develop editing and proofreading skills necessary for standard, written English

Approaches to Writing

Explaining, reflecting, analyzing arguments, structuring arguments, synthesizing arguments

Class Procedures

The course is based on the writing process. In preparation for each essay, you will do a sequence of writing in your **Assignment Sequence Journal**. For each essay, we will have discussions of your work in progress and a workshop session in which you edit one another's papers. Participation in editing sessions is integral to the learning process and will constitute part of the grade on each paper.

Class discussions will focus on the larger writing themes, materials you have read, problems you have encountered, and the writing process. Each assignment leads into the next assignment. When you miss class, you miss an experience that can never be recalled.

Assignments

Readings. Each week, you will read selected texts from *Everything's an Argument* (LR). We will discuss rhetorical strategies in the readings, the role of the discourse community in shaping the writer's work, and the content of the texts. For each essay sequence, I will also expect you to report, in the **Sequence Journal** and/or in class, on one text (essay, story, play, poem, visual text) that you have discovered in your daily experiences, a text related to the theme we are considering for the current essay-writing project.

Sequence Journals. Each week you will write three entries in your **Sequence Journal**. You can respond to the assigned readings, report on texts you have discovered, and/or gather your thoughts for the next paper. Always keep in mind the theme of the next assignment, and use your **Sequence Journal** entries to try out thoughts leading to the next paper. I will collect the

journals on the day we do in-class editing and return them at the next class meeting.

Essays. You will write at least six papers, including a brief research paper and a final essay. Each paper should be about four pages long; the research paper will be six to eight pages, plus the list of works cited. One paper will be a collaborative project, with the class divided into groups working together. Although I will not edit your papers for you, I will work with you to help you plan and organize each paper (I find it much more rewarding to help students do their best than to mark problems).

Oral Reports. As part of the assignment sequences, you will be responsible for reporting on a text other than those we have read for class. You may find articles in magazines, scholarly articles, books, plays, poems, stories, or Internet materials. At the end of the course, each student will present a brief oral report (under ten minutes) based on the research project.

Syllabus

January

Th 11 Overview; discussion of essay sequences; introduction to one another; discussion of rhetorical analysis

T 16 Critical thinking, reading, and writing
LR, Chaps. 1 and 2

Th 18 Readers and contexts
LR, Chap. 3, plus pp. 375-90

T 23 Visual rhetoric; stereotypes
LR, Chaps. 15 and 18, plus pp. 391-94

Th 25 Draft of visual rhetoric paper for in-class editing, plus pp. 395-425

T 30 Visual rhetoric paper due; LR, Chap. 4, plus pp. 425-35

February

Th 1 Rhetorical Analysis
LR, Chaps. 5 and 6, plus pp. 436-47

T 6 Draft of rhetorical analysis for in-class editing; LR, Chap. 7, plus 447-64

Th 8 Rhetorical analysis due; LR, plus pp. 465-77

T 13 Structuring arguments; LR, Chap. 8, plus pp. 478-505

Th 15 Defining; LR, Chap. 9, plus pp. 505-34
T 20 Draft of definition paper; LR, pp. 535-49

Th 22 Final draft of definition paper; discussion of evaluation; LR, Chap. 10

T 27 More on evaluation; LR, pp. 550-69

March

Th 1 Draft of evaluation paper; LR, pp. 570-76

6, 8 Spring Break

T 13 Final draft of evaluation; intellectual property; LR, Chap. 20; language/identity; LR, pp. 570-76

Th 15 Library lecture; LR, Chap. 21; language/identity; LR, pp. 577-603

T 20 Using sources; LR, Chap. 21; language/identity; LR, pp. 604-28

Th 22 Research paper proposal due; conferences

T 27 Documenting sources; LR, Chap. 22; readings on beliefs; LR, pp. 629-48

Th 29 Fallacies; LR, Chap. 19; beliefs; LR, pp. 649-70

April

T 3 Style and humor; LR, Chap. 13, plus pp. 671-93

Th 5 Draft of research paper for in-class editing

T 10 Research paper due; readings on technology; LR, pp. 696-706

Th 12 Easter break

T 17 Figurative language and argument; LR, Chap. 13; technology readings; LR, pp. 707-35

Th 19 Electronic and spoken arguments; LR, Chaps. 16 and 17; technology readings; LR, pp. 736-58

T 24 Causality and proposals; LR, Chaps. 11 and 12; brainstorming for final essay

Th 26 Last class; draft of cause/proposal
Discussion of *OED* project

EXAM: Final draft of cause/proposal

Grading Summary

Essays: 80% (The documented essay will count as two essays.)

Journals: 10%

Class participation and oral presentations: 10%

Honor Code

The Honor Code will apply to all work except for peer editing and collaborative writing; in all cases, work is expected to be your own and to be original work for the course (warmed-over high school projects just won't work).

Attendance

A copy of the English Department's policy statement on attendance is attached. If you miss more than three classes, I may urge you to drop the course.

Completion of Work

You must complete all work to complete the course. If you are sick or have a reasonable excuse, I will work with you. However, if you fail to keep up with the writing process, particularly with the research paper, you may fall so far behind that you cannot complete the course. Your grade in English 151 is based on *process*, not just on product.

Timeliness

Part of the college experience (and any life experience) is planning so that you complete your work in a timely fashion. Knowing the stresses you encounter during the first year of college, I will accept **two** assignments late (i.e., at the next class period). Use this policy wisely; once you have two late submissions, your grace period is over.

Level of Sophistication

As a student at a highly respected liberal arts college, you are expected to act appropriately at all times and to show respect for others. Wandering in and out of the classroom or behaving inappropriately in class will not be tolerated.

Office Hours

I will be in my office during the hours listed below. You are welcome (actually, you are encouraged) to come by for help in planning and writing papers. If you make an appointment

but

cannot come, please send me an email message so that I will not expect you. If you need to see me at a time not listed, please ask for an appointment.

Mondays and Wednesdays: 1:15-4:15

Tuesdays 12:00-3:00

Thursdays 2:45-3:45

And by appointment